EMERSON COLLEGE OF ORATORY

BOSTON, MASS.

1916

"For of the soule the bodie forme doth take;
For soule is forme, and doth the bodie make."

—Edmund Spenser

THIRTY-FIFTH

ANNUAL CATALOGUE

OF THE

EMERSON COLLEGE

AND THE

BOSTON SCHOOL OF ORATORY

BOSTON

1916

Calendar

For 1916-1917

Registration Day

Monday, Sept. 25, 1916.

First Semester

Opens Tuesday, Sept. 26, 1916; Autumn Recess, Nov. 30 to Dec. 5, 1916; Winter Recess, Dec. 16, 1916, to Jan. 2, 1917. Mid-Year Examinations, Jan. 16–20, 1917; First Semester closes Jan. 20, 1917.

Second Semester

Opens Tuesday, Jan. 23, 1917; Spring Recess, Mar. 3 to Mar. 13, 1917; Final Examinations, May 1 to May 5, 1917; Second Semester closes May 11, 1917.

Summer Session

At Boston, Mass., opens July 10, 1916, closes Aug. 4, 1916.
At Knoxville, Tenn., opens June 20, 1916, closes July 28, 1916.
At Nordhoff, Ojai Valley, Calif., opens June 22, 1916, closes July 31, 1916.

The College opens each morning, during five days of every week in the scholastic year, Tuesday to Saturday inclusive, at 9 a.m.

The office of the College will be open every day during the year, Sundays and holidays excepted.

The Dean will be at the office of the College every day, beginning September 15.

Officers

HENRY LAWRENCE SOUTHWICK, *President*

HARRY SEYMOUR ROSS, *Dean*

CHARLES WINSLOW KIDDER, *Registrar*

ISSACHAR H. ELDRIDGE, *Treasurer*

JESSIE ELDRIDGE SOUTHWICK, *Preceptress*

ELIZABETH M. ROGERS, *Associate Preceptress*

EDWARD GRAHAM GUTHRIE, *Chaplain*

Trustees

WALTER BRADLEY TRIPP

HARRY SEYMOUR ROSS

CHARLES WINSLOW KIDDER

WILLIAM HOWLAND KENNEY

HENRY LAWRENCE SOUTHWICK

Faculty of Instruction

1915—1916

HENRY LAWRENCE SOUTHWICK, *President*

Oratoric and Dramatic Delivery; English Literature; Extemporaneous Speaking; Debate; Shakespeare.

HARRY SEYMOUR ROSS, *Dean*

Rhetoric; English Language and Literature.

EBEN CHARLTON BLACK

Poetics; English and American Literature.

WILLIAM G. WARD

English Literature; Psychology, Logic, Debate.

WALTER BRADLEY TRIPP

Dramatic Interpretation; History of Drama; Impersonation; Analysis.

CHARLES WINSLOW KIDDER

Vocal Physiology; Hygiene of the Voice; Acoustics.

SILAS A. ALDEN, M.D.

Applied Anatomy; Hygiene; Physical Training.

WILLIAM HOWLAND KENNEY

Technique of the Voice.

JESSIE ELDRIDGE SOUTHWICK

Voice Culture; Ethics; Shakespeare.

LILIA ESTELLE SMITH
History of Education; Pedagogy; School Management.

MAUD GATCHELL HICKS
Dramatic Literature and Interpretation, Pantomime

AGNES KNOX BLACK
Literary Interpretation; Analysis; Reading as a Fine Art.

GERTRUDE McQUESTEN
Technique of the Voice; Articulation; Interpretation.

*GERTRUDE CHAMBERLIN
Browning and Tennyson; Eighteenth Century Literature.

ELVIE BURNETT WILLARD
Lyceum and Concert Reading; Instructor in Repertoire.

PRISCILLA C. PUFFER
Gesture; Elocution.

HARRIET C. SLEIGHT
Anatomy; Physiology; Hygiene; Interpretation.

ROBERT HOWES BURNHAM
Dramatic Training; Make Up.

ELSIE R. RIDDELL
Gymnastics; Fencing; Aesthetic Dancing.

*On leave of absence

Lecturers

JESSIE ELDRIDGE SOUTHWICK
Literary Interpretation *vs.* Culture.
Founder's Day Address.

ALLAN A. STOCKDALE
Student Problems.

EARL BARNES
Training of the Lower Nerve Centers.

WILLIAM GOODELL FROST
Our Contemporary Ancestors: The Kentucky Mountaineers.

A. E. WINSHIP
The Power of Personality.

LEON VINCENT
Franklin as a Man of Letters.

KATE RYAN NOLAN
Old Boston Museum Days.

HAVRAH HUBBARD
How to Enjoy Music: Hänsel and Gretel.

DENIS A. McCARTHY
From Tipperary to Boston.

ORRIN PHILIP GIFFORD
A Great Adventure.

WILLARD SCOTT
Education and Character.

HENRY LAWRENCE SOUTHWICK
Constructive *vs.* Destructive Thinking.
A Splendid Rebel.

Recitals

Classic and Modern Drama

"King Richard III".....*Shakespeare*
Henry Lawrence Southwick

"The Tempest" [with music].....*Shakespeare*
Walter Bradley Tripp

A Theme Program, "The Drama and Human Life"
Jessie Eldridge Southwick

"The Prince Chap".....*Peple*
Elvie Burnett Willard

An Evening with Hugo and Dickens
Charles T. Grilley

"Much Ado About Nothing".....*Shakespeare*
Maud Gatchell Hicks

Design of the College

THE Emerson College of Oratory, established in 1880, is the largest institution of its kind in the world. It is primarily a school for personal culture. It seeks to awaken in the student of expression, whether he aims to be a creative thinker or an interpreter, a realization of his own potentialities, and to give such direction to his training that he may attain them. While conserving the best traditions of the past, the college stands for thorough investigation, the most advanced educational methods, and the highest professional standards and ideals.

The work that Emerson College has done and is doing is unique. While it is called a College of Oratory, and while it emphasizes the teaching of the spoken word by careful scientific training in public speaking, it is also a school of *belles-lettres*, a school of physical training, and a school of pedagogy. It trains speakers and platform artists; it sends forth annually a large number of teachers to colleges and to normal and secondary schools in all parts of the United States and Canada.

The personal and literary culture afforded by the curriculum are of highest value, not only to those who have a professional end in view, but to men and women who do not intend to make oratory a specialty. It is self-evident that a strong personality, a cultured and noble manhood, is infinitely superior to any tricks of voice or gesture. When a man loves the truth and lives it, and can present it effectively to others, he has received the best possible preparation for the work of life as well as for the work of oratory. "The greatest thing in oratory is the orator."

Location

THE college is located at Huntington Chambers, one of the handsomest and best appointed of Boston's new buildings. Situated on Huntington avenue, near Copley square, it is easily accessible from all railroads leading into the city, and cars to all points pass close to its doors. Within a few minutes' walk of the Fens, the new Museum of Fine Arts, the new Opera House, the new Symphony Hall and the beautiful new hall of the Horticultural Society, and situated almost directly across the street from the Public Library, the college home is in the artistic and literary centre of Boston.

THE Emerson College has an excellent reference library. The books are carefully selected with a view to the needs of the students and the specialized work pursued. Students have access, free of charge, to the Boston Public Library, containing over 800,000 volumes. The Boston Art Museum is free to students. This contains a large number of rare and beautiful works of art by the great masters of sculpture and painting, and has a department of archæology and antiquities which has but few equals. The earnest student will find a liberal education in the literary, historic, and artistic advantages offered by Boston and vicinity, aside from the special benefit to be derived from a course pursued in any of its schools.

Requirements for Admission

APPLICANTS for admission to the college are required to present two or more testimonials of good moral character from persons of recognized standing. Applicants for the Professional and Teachers' Diploma must have had a high-school course or its equivalent. They must present certificates of scholarship and standing from the schools most recently attended. In cases where the certificate is not presented, or is not conclusive evidence that the candidate has attained the standard prescribed, an entrance examination will be required.

Should the applicant be unable to present the required certificate or to pass a satisfactory examination, he may, nevertheless, at the discretion of the officers of the college, be admitted to the regular classes as a probationary student, on the condition that his deficiencies be made up by extra study. Under no circumstances, however, will a student whose entrance requirements have not been made up be permitted to receive a Professional and Teachers Diploma.

Deficiencies in preparatory work may be made up under skilled instructors at reasonable rates, while the student is pursuing the regular courses of the college.

Advanced Standing

Graduates of colleges of the first rank may be given credit for work previously accomplished, and thus be able to complete the course in two years.

Graduates of other schools of expression, and students who have pursued advanced courses in oratory and elocution, may also apply for advanced standing. In every instance the applicant is required to present credentials covering the work for which credit is asked, and may be required to submit to an examination before a committee of the Faculty.

Every applicant for a diploma must complete at least two full years of work as a resident student of Emerson College.

Requirements for Graduation

Special Students

Applicants who, instead of taking the regular prescribed course for graduation, desire to pursue elective studies as "special students" will be required to give evidence satisfactory to the Faculty that they are qualified to sustain themselves in the classes which they desire to enter, and that they have attained a grade of scholarship equal to the average standing of the regular students in those classes. No diploma or certificate will be given to any student who has not completed the required amount of work prescribed by the college. Special students are under the charge of a committee of the Faculty, and are subject to all the regulations of the college.

Time Required to Complete Courses

While students entering with "credits" may, as stated, be accorded "advanced standing" and thus enabled to complete the work in a shorter time, regular students entering without such "credits" will complete the course in four years. In case of special proficiency, close application and the maintenance of a sufficiently high average grade in studies, the course may be completed and the Professional and Teachers' Diploma (hitherto ranking as a post-graduate diploma) be attained in three years. Students who have not completed high school requirements but who desire to secure a Professional and Teachers' Diploma, may enter with less preparation, regard the first year partly as a Sub-Freshman year, and thus have the advantage of longer time both for development of expressional power and for the completion of high school requirements. Students unable to give the time or to meet the requirements of the complete course, may nevertheless be candidates for a Certificate.

Certificates and Diplomas

Students who have completed three years of required work, including a minimum of two thousand periods, and have passed a satisfactory examination, will upon application receive a Certificate. Completion of a high-school course or its equivalent, will not be insisted upon as a prerequisite for the attainment of this Certificate.

Students who have completed a high school course, or its equivalent, and who have also completed the full course, embracing the studies of the seven groups, including a minimum of twenty-five hundred hours, and have passed satisfactory examinations will receive the Professional and Teachers' Diploma.

Graduates of colleges of first rank may receive the diploma in two years.

Regulations

A DEFINITE educational purpose on the part of all students is assumed. The college traditions stand for moral responsibility and earnest co-operation. The regulations are few and fundamental. No student will be received who fails to submit satisfactory letters certifying to his moral character. Any student who neglects the work of his class, or shows that he has no proper appreciation of his opportunities, or whose presence and influence are harmful to the institution, may be excluded at any time from the work of the college. In case of required withdrawal, no money will be refunded.

Both regular and special students are under charge of a Committee of the Faculty. Each student is under the particular supervision of a member of this committee, who acts as his adviser. All students while pursuing courses at the institution are required to comply with such fundamental rules for their government as may be prescribed by the Officers of Supervision.

Every Freshman and special student, upon entering, is required to matriculate and submit his choice of studies to his Adviser, under whose general supervision his work is to be carried on.

After registration, which is required of all students at the beginning of each scholastic year, each student must submit his registration slip to the Treasurer and pay his tuition, or give satisfactory security for the payment of his term dues. He will then receive a card admitting him to a given course. Students will not receive instruction until they have secured these cards. Tuition paid for instruction, which a student,

because of illness, has not received, will stand to the credit of said student until he is able to return and re-enter the classes. No money will be refunded except in cases of twelve months' illness.

Conferences between the Dean and representatives chosen by the several classes will be arranged each term, in order that matters of interest to the classes may be brought formally or informally before the officers of the college for consideration, and the heartiest co-operation secured between the student body and the Faculty.

General examinations of all pupils are held at the end of each half-year by members of the Faculty in each department. A careful record of the progress of each pupil is kept, and, together with the examinations, determines the standing of the pupil for promotion or graduation.

Presence at morning chapel exercises is required of all students in the regular course.

Students are required to be prompt and regular in their attendance upon all classes in the courses upon which they have entered. Absence from class must be satisfactorily explained to the teacher in charge. A record of attendance will be kept, and lost lessons must be made up. It is hoped that parents and guardians will concur with the Faculty in their opinion of the inexpediency of granting leave of absence except for extraordinary reasons.

All matters of college business must be arranged at the office and not with teachers.

No regular students are permitted to take work in or visit classes in advance of those in which they are graded.

Students who desire medical advice should apply at the office where they will be directed to reliable doctors for consultation.

Patrons and friends of the school are cordially welcomed. They must register at the office, however, before being admitted into the classes. Students are not permitted to take visitors into classes and recitations, but are required in all cases to introduce them at the office, whence they will be conducted to classes, and be shown every courtesy.

Tabulated View of Groups and Courses

First Year		Hours per week	Second Year		Hours per week	Third Year		Hours per week	Fourth Year		Hours per week
	Opening Exercises	5		Opening Exercises	5		Opening Exercises	5		Opening Exercises	5
II 1	Acoustics	1	I 1	History of Oratory	1	I 2	Bible & Hymn Read.	1	I 5	Debate	1
II 3	Articulation	1	I 3	Extemp. Speaking	1	I 5	Debate	2	II 4	Voice Technique	1
II 4	Vocal Technique	2	I 4	Forensic Oratory	1	I 7	Original Oratory	1	II 5	Expressive Voice	1
II 5	Expressive Voice	1	I 6	Analysis	1	I 8	Story Telling	1	III 4	Critical Analysis	1
III 1	Evol. of Expression	6	II 2	Vocal Physiology	1	II 4	Vocal Technique	2	III 5	Recitals	2
III 5	Recitals	2	II 3	Articulation	1	II 5	Expressive Voice	1	IV 5	'Cymbeline"	1
IV 1	Platform Deport.	1	II 4	Vocal Technique	1	III 3	Advanced Interpret.	2	IV 5	'Othello"	1
IV 3	"Hamlet"	1	II 5	Expressive Voice	1	III 5	Recitals	2	IV 6	Old Eng. Comedy	1
V 1	Anatomy	1	III 2	Philos. of Expression	1	IV 4	"Romeo & Juliet"	3	IV 8	Dramatic Art	1
V 3	Physical Culture	2	III 3	Advanced Interpret.	3	IV 4	"Taming of the Shrew"	1	IV 9	Impersonation	1
V 10	Elementary Gesture	1	III 5	Recitals	2	IV 7	Dramatic Training	2	IV 10	Platform Art	1
VI 1	Outline Hist. Lit.	1	IV 2	Pantomime	1	IV 13	Writing of Plays	2	IV 12	Study of Make Up	1
VI 2	What is Literature	1	IV 3	"Hamlet"	1	V 8	Educa. Gymnastics	2	IV 13	Writing of Plays	2
VI 12	Rhetoric	2	IV 3	"Mer. of Venice"	2	V 10	Gesture	1	V 9	Fencing	1
			IV 3	"Taming of the Shrew"	1	VI 5	Literary Criticism	1	V 10	Gesture	1
			V 2	Physiology	1	VI 8	Study of Kipling	1	VI 3	Hist. of the Drama	1
			V 5	Phys. Cul. (Normal)	1	VI 9	Study of Dickens	1	VI 6	Goethe's Faust	1
			V 6	Phys. Cul. (Drill)	1	VI 14	Prose Forms	1	VI 7	Lyric Poetry	1
			V 7	Fundamentals of Physical Training	2	VII 2	School Management	1	VI 10	Browning and Tennyson	2
			V 10	Gesture	1	VII 3	Normal Class	2	VII 1	Hist. of Education	1
			VI 4	18th Century Lit.	1	VII 5	Ethics	1	VII 5	Ethics	1
			VI 11	Versification	1						
			VI 12	Rhetoric	2						
			VII 4	Psychology	1						
			VII 5	Ethics	1						

From the courses of each year each applicant for the Professional and Teachers Diploma will elect twenty periods of work each week. None of these courses will be given unless elected by five or more students.

Read carefully Requirements for Admission and Requirements for Graduation, pages 12-13. The regular work of the College leading to the Professional and Teachers' Diploma demands of each student a minimum of at least twenty-five hundred hours of class work.

A course of fifty private and individual lessons is given to each candidate for the Professional and Teachers Diploma who is during four years a resident student.

The Curriculum

THE methods of instruction of Emerson College differ fundamentally from those usually employed in teaching oratory. While many methods work for simulation of power, this method develops real power by cultivating those qualities of mind and heart which lie behind all expression, and which spontaneously create its requisite artistic forms.

There are seven general groups of studies, including about eighty courses, which may be designated as follows:

I. ORATORY
Public Speaking; Story Telling; Argumentation; Debate.

II. VOICE TRAINING
Voice Technique; Tone Expression; Vocal Physiology; Acoustics; Assembly Singing.

III. LITERARY INTERPRETATION
Evolution of Expression; Prose Forms and Poetic Interpretation; Critical Analysis.

IV. DRAMATIC AND PLATFORM ART
Shakespeare; The Poetic Drama; Practical Dramatic Training; Writing of Plays.

V. PHYSICAL TRAINING.
Anatomy; Physiology; Gymnastics; Expressive Physical Culture; Gesture.

VI. LANGUAGE AND LITERATURE
English Literature, Rhetoric and Composition.

VII. PEDAGOGY
Normal Training; Psychology; Logic; Philosophy.

The distribution of studies in the order of years will be seen in the following pages.

1. Oratory

PRESIDENT SOUTHWICK, MR. TRIPP, MR. KIDDER, MR. WARD, MRS. WILLARD

1. History of Oratory. Lectures upon the lives and times of the great orators; critical study of famous orations; sources of the essentials of public speaking; methods of leading orators. [Second year].

2. Pulpit Oratory; Bible and Hymn reading. [Third year.]

3. Extemporaneous Speaking. Discussions upon current events and topics from history, biography, and literature; arrangement and analysis; the use of anecdote; post-prandial speaking; the delivery of original orations. [Second year.]

4. Forensic Oratory. Principles of forensic delivery; application to the preparation of school orations and declamations. Practical drill in assigned material. [Second year.]

5. Debate and Principles of Argumentation. [Third and fourth years.]

6. Psychologic and Pedagogic Principles in the analysis of Oratory, Literature, Music, and other forms of Art, and their practical application in literary interpretation. [Second year.]

7. Original Oratory. Theory and practice in composition and delivery of orations. A course for lecturers, preachers, lawyers, teachers and other public speakers. Analysis and criticism. [Third year.]

8. Story telling. Lectures on the purpose of Story Telling and Selection of Material; Adaptation of Stories and the Art of Telling the Story; Individual training in the interpretation and rendition of the story. Opportunities for practice will be provided in connection with social settlement activities, school and library centers. [Third year.]

11. Voice Training

MR. KIDDER, MR. KENNEY, MRS. SOUTHWICK
MISS McQUESTEN, MRS. WILLARD

1. Acoustics. The science of sounds in Language; anatomy and physiology of the vocal organs; study of Bell's Method of Visible Speech, the mechanical basis for accurate pronunciation in all languages; diacritical marks; relation of pitch to resonance, overtones. [First year.]

2. Analytic study of English pronunciation and enunciation by the aid of Visible Speech. How to deal with vocal defects, peculiarities, and impediments in speech. How deaf-mutes may be taught to speak. Application of the art of Visible Speech to the pronunciation of foreign languages. [Second year.]

3. Articulation. Freedom for the organs of speech; placement, accurate moulding of the elements of speech, pronunciation. [First and second years.]

4. Technical Vocal Training. Physiology and hygiene of the voice. Fundamental conditions of voice production; relation of voice to the nervous system. Breath control; development of resonance; placing of tones; purity; tone projection; flexibility; compass; smoothness; power and brilliancy of tone; freedom; eradication of faults in use of voice. [First, second, third and fourth years.]

5. Expressive voice culture; voice as an interpreter of mental states; tone color and form; sympathy; beauty; relation of voice to imagination and emotion. [First, second, third and fourth years.]

6. Assembly singing. General outline and drill in methods and essentials in mass singing and chorus organization.

III. Literary Interpretation

MR. TRIPP, MR. KIDDER, MRS. SOUTHWICK
MRS. BLACK, MRS. WILLARD, MRS. HICKS
MRS. PUFFER, MISS SMITH, MISS
McQUESTEN, MISS SLEIGHT

1. Evolution of Expression. The sixteen progressive and graded steps through which the pupil may be brought to a realization of the criteria of the teacher. Study of selections from the great orators, essayists, dramatists, and poets, illustrative of these sixteen steps; the meaning of the steps and their relations and interdependence; drill work and application to the individual needs of the pupil. [First year.]

2. The Philosophy of Expression. Lectures upon the order of development of the powers of the human mind. The principle of evolution as illustrated in the history of art; significance of the "colossal," "effective," "realistic," and "suggestive" periods in art; laws of evolution as applied to the development of the powers of the orator; methods of developing these powers pedagogically considered. Lectures upon the higher criteria of criticism. [Second year.]

3. Advanced Interpretation. Expressive study of description and narration; epic and lyric and dramatic poetry, with special reference to the needs of the interpreter. Drill on the ten progressive steps of advanced criteria of expression. These steps follow logically the sixteen steps of the evolution. [Second and third years.]

4. Critical Analysis. Review of work and progress of the individual student. Personal criticism and guidance. [Fourth year.]

5. Recitals. Platform recitation for criticism. Music in selections; child impersonation; character delineations; dialect, humorous reading; writing of introductions. [First, second, third and fourth years.]

IV. Platform and Dramatic Art

PRESIDENT SOUTHWICK, MR. TRIPP, MR. BURNHAM, MRS. SOUTHWICK, MRS. BLACK, MRS. HICKS, MRS. WILLARD, MISS SMITH

1. Platform Deportment. Laws governing motion in the human body; correct sitting, standing and walking; entrance and exit; platform methods and traditions. [First year.]

2. Pantomime; elementary principles; correction of defects and mannerisms in bodily expression; study of emotion in its effect upon voice and gesture; facial expression. [Second year.]

3. Plot, character study and interpretation of the plays of "Hamlet," "The Merchant of Venice" and "The Taming of the Shrew." [First and second years.]

4. Dramatic study of "Romeo and Juliet" and "The Taming of the Shrew." Presentation of scenes for criticism. [Third year.]

5. Interpretation and dramatic study of "Othello" and "Cymbeline" with preparation and presentation of scenes from these plays for criticism. [Fourth year.]

6. Presentation of scenes from the Old English Comedies, with criticism and character analysis. [Fourth year.]

7. Practical Dramatic Training; life study; costumed pantomimes; grouping and tableaux; criticism of standard plays; make-up and costume; lighting and color scheme; stage management; rehearsals and performances. [Third year.]

8. Dramatic Art, Study of farce, comedy, burlesque, melodrama, tragedy; plot, character, incident, denouement; the technique of the drama; dramatic criticism; stage deportment; presentation of scenes and one-act plays. [Fourth year.]

9. Impersonation and Monologue; study and discussion of the artistic principles involved; practice. [Fourth year.]

10. Platform art; public reading; the reader's technique; arrangement of programmes; dramatization of novels; choice, abridgment and adaption of selections for public reading. [Fourth year.]

11. Series of fifty private and individual lessons in platform art. [During course of four years.]

12. Study of make-up; theory and practice.

13. Writing of Plays. (*a*) Theory. Lectures on the technical requirements in the writing of a play; theme, plot, structure, characterization, dialogue. The principles of adaptation, and the relation of the drama to the novel and short story.

Class discussion and criticism of the plays written by students of the course. Conferences.

(*b*) Practice. Two pieces of work will be required from each member of the class: an adaptation in one act, and a one act original play.

This course will be limited to ten members. All applicants must submit an original play to Prof. Walter B. Tripp by August 1, 1916. All who take this course will be expected to take "IV–7, Practical Dramatic Training," or "IV–8, Dramatic Art," and "VI–1, History of the English Drama." [Third and fourth years.]

Dramatic study is given a prominent place in the work of the Emerson College because of its eminent value as a means of personal culture; because it cultivates the imagination, which is the mother of all art; because it broadens the sympathy, which is the inspiration of all true teachings; because it nurtures that sense of beauty which refines the character.

The development of the dramatic element and its place in education, together with its relation to character-building, are discussed, and plays are studied in their twofold relation as dramatic art and as literature. Pupils are not only given practical stage training, but, as prospective teachers, are taught how to produce and stage plays and entertainments of all kinds. The annual public presentation of plays provides special training and further advantages.

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v. Physical Training

DR. ALDEN, MRS. WILLARD, MRS. PUFFER, MISS SLEIGHT, MISS SMITH, MISS RIDDELL

1. Anatomy. The skeleton and its articulations; muscular system; applied law of muscular activity as related to physical training. [First year.]

2. Physiology. The circulatory system; digestion; nervous system; lectures in hygiene. [Second year.]

3. Expressive Physical Culture. Exercises for poise, presence, and bearing, for grace and ease of manner, for the vital organs, for strengthening the centres while freeing the surfaces. Physical training in its relation to health and beauty; psycho-physical culture; harmonic movements; marching. [First year.]

4. Measurements; chest development; breathing exercises; personal hygiene. Exercises, and their effect upon the circulation of the blood and the nervous system. The Four Divisions of the Emerson Exercises in their relation to unity and expression. Ease in force; theory and practice; exercises for the vital organs. [First year.]

5. Normal work. [Second year.]

6.* Aesthetic Dancing. Exercises in the fundamental positions. Harmonizing movements. Simple dances. [Second year.]

7.† Fundamentals of Physical Training. Talks and demonstrations on the principles and aims of gymnastics; the study of the various classes of exercises, their mechanics and progression, their physical, psychological and physiological effects. Personal hygiene, including health as a problem in vital economics; changes in the organism due to evolution and civilization, and the health problems arising therefrom; conditions necessary to the perfect state of the body and the activity of its various functions; causes of weakness, injury, degeneration, and disease; improvement of health and prevention of disease by hygienic means. Also practice of educational gymnastics, marching, games, etc., as in 8. [Second year.]

8.‡ Theory of and practice in the taking of measurements and the plotting out of charts; methods of teaching;

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* Advanced Aesthetic and Folk Dancing in Special classes.

† Although Educational Gymnastics will form the basis of this course, other branches of physical training will be discussed in order that the pupil may acquire an intelligent conception of the correct place of every kind of gymnastic movement in an ideal scheme of physical education. While a student is furnished with a sound knowledge, his spontaneity, individuality and personal power are cultivated.

‡ In this course, thorough scientific training will be given, fitting students to present the work in normal and high school gymnasiums. Physical examination records will be taken in order that exercises may be prescribed for the needs of each student. Gymnasium suits and shoes will be required. These can be procured at several of the Boston shops where a special reduction is made to Emerson students

construction and equipment of a gymnasium. Practice of educational gymnastics, including marching, tactics, free standing and apparatus movements, with practical application of the laws of progression; gymnastic games, including basketball. [Third year.]

9. Fencing. [Fourth year.]

10. Elementary Gesture. Physical exercises as a preparation for spontaneous gesture; responsive drill to establish ready co-ordination of mind and muscle; the distinction between the gesture of spontaneity and that of calculation; the physiology of gesture; the psychology of gesture. [First year.]

Philosophy and Technique of Gesture. The Delsarte criteria of gesture. The translation of gesture at sight. Class and individual drill. [Second year].

The Art of Gesture. Analysis of the three kinds of gesture: descriptive, sympathetic or objectively-emotional, subjectively-emotional. The study of gesture in relation to the forms of literature classified according to their dramatic significance in oral interpretation. [Third year.]

Rendering of selections, with criticism given especially to the gesture. Normal work. [Fourth year.]

The Gymnasium Hall is fitted up with Swedish and German apparatus, and also with chest-weights, dumb-bells, wands, and Indian clubs, etc., all the apparatus being arranged so that the floor can be cleared in a few minutes. There are toilet-rooms, bath-rooms, and dressing-rooms supplied with lockers.

VI. Language and Literature

PRESIDENT SOUTHWICK, DEAN ROSS, MR. BLACK
MR. WARD, MR. TRIPP, MRS. SOUTHWICK

1. Outline History of English Language and Literature. [First year.]

2. What is Literature? The early formative elements, the Celtic, Teutonic and Norman-French contributions; Chaucer, Spenser, Milton. [First year.]

3. History of the Drama. Early English dramatic forms; liturgical plays; miracle plays and mysteries; moralities; Elizabethan drama. [Fourth year.]

4. Eighteenth Century prose literature — Addison, Steele De Foe, Swift, Johnson, Goldsmith. [Second year.]

5. Literary Criticism. Poetry as a fine art; elements of poetical expression; ballad and lyric poetry; Burns, Scott, Wordsworth, Shelley, Keats. [Third year.]

6. A literary and critical study of Goethe's "Faust." [Fourth year.]

7. Development of lyric poetry (*First Semester*). Development of the novel (*Second Semester*). [Fourth year.]

8. Study of Kipling: critical and interpretative. [Third year.]

9. Study of Dickens, with preparation of material for Dickens lectures, interpretative recitals and readings. [Third year.]

10. Browning, Tennyson, and Pre-Raphaelite Poets, with special emphasis upon the choice, arrangement and preparation of the reader's programmes. [Fourth year.]

11. History and Principles of English Versification. [Second year.]

12. English prose composition. Weekly drills that consist of (*a*) the study of principles as set forth in the text-

book, (*b*) inductive application of these principles to pictures and to selections from literature, (*c*) class discussion of this application with comparison of individual opinions, (*d*) the writing of themes or exercises embodying the points discussed, (*e*) correction of this work after marginal criticisms have been made. [First year.]

13. English Prose composition. The methods used in course 12 applied to the further study of the subject. [Second year.]

14. Prose Forms. Study of description, narration, argumentation, exposition, criticism, in relation to composition and literary criticism. [Third year.]

VII. Pedagogy

Normal Training, Philosophy and Psychology

MR. WARD, MRS. SOUTHWICK, MRS. BLACK
MISS SMITH

1. History of Education. Educational theories and systems from antiquity to the present day; the principal educators of each period; the influence of social and political conditions on education; educational aims and values; themes. [Fourth year.]

2. School Management. Conducting the recitation; discipline; class methods; correlation of studies; school visitation; reports and discussions; themes. [Third year.]

3. Normal course; practice in teaching and school management; practical class work conducted by Seniors under direction of the instructor. [Third year.]

4. *Psychology; Logic. [Second year.]

5. Ethics; Manners; Personal Development. [Second, third and fourth years.]

* Course 4 aims at giving the student a good elementary knowledge of empirical psychology from a thoroughly modern point of view. In the exposition of the subject the natural order of psychological development is followed, the various elements of the mental process being simply described and explained; and their relation to each other and function in the formation and growth of consciousness are shown. The psychological method pursued is that advocated and made use of by such representative psychologists as James, Royce, and others.

Post Graduate Department

GRADUATES of Emerson College previous to 1916 are offered a graduate course, in which emphasis is laid on observation, research work, conference, normal instruction and dramatic training under the heads of the several departments, and as options in pursuing such undergraduate courses as the individual members have not elected in work leading to a Diploma of Graduation.

While graduates of the college will recognize the opportunities for intensive and personal work afforded by this department, and teachers who have been some years in the class-room will appreciate the privilege of becoming familiar with the most recent principles and methods of the Emerson College, they will not fail to note, also, that the entire group of fourth-year studies and the Professional and Teachers Diploma represent what at the time of their own graduation was the Post Graduate Course. Those who hold the Diploma of Graduation, and who enter hereafter upon the work of the Post Graduate Department, will complete a course of more than twenty hours per week not heretofore included at all in the undergraduate courses. At its completion they may apply for the Professional and Teachers Diploma.

The Saturday Course

IN ADDITION to the regular work upon Saturdays, special classes are arranged for those who cannot attend the college on other days. The course includes training for the voice and body, the principles of reading and delivery, and methods of teaching. Work is given for clergymen, lawyers, teachers and students of other schools. There is also a special Children's class on Saturday afternoons.

Evening Classes

Evening classes in Vocal and Physical Training, Reading, Oratory, Extemporaneous Speaking and Shakespeare, will be organized November 1, and continued for twenty weeks. Courses will be progressive, and credit for work accomplished will be given members who enter the regular college course.

This course is designed to meet the needs of business men, lawyers, teachers and others who cannot attend the day sessions.

Summer Sessions

1916

NORDHOFF, CALIF.
SIX WEEKS
BEGINNING JUNE 22

BOSTON
FOUR WEEKS
BEGINNING JULY 10

KNOXVILLE, TENN.
SIX WEEKS
BEGINNING JUNE 20

PRESIDENT SOUTHWICK, MR. TRIPP, MRS. SOUTHWICK, MISS SMITH, MRS. CHURCH AND ASSISTANTS

THE object of the summer sessions is to give an opportunity to professors, students, and teachers in public schools to become familiar with

the principles of voice culture, gesture, and analysis as taught in this college. It affords teachers of elocution an opportunity for the discussion of subjects of interest to them, while ministers and all professional students gain much in knowledge of the powerful and effective use of the voice.

Credit for work done in the summer sessions will be allowed to students who enter the regular courses of the college.

Advanced classes will be organized, and studies so arranged that those who attend during successive summers may follow progressive courses and enter upon new work from year to year.

The Boston Session will be held in the beautiful new home of the college in Huntington Chambers. Boston is a Mecca for summer visitors; its places of historic interest, its libraries and museums, its literary associations, its beautiful suburbs, its refreshing sea breezes, and the varied attractions of its harbor excursions bring thousands of pilgrims from all parts of the country. Students attending the Summer Session and desiring to study music will find abundant opportunity to secure such instruction in private or class work.

The Southern Session will be held under the auspices of the Summer School of the South, at Knoxville, Tenn. Pupils will have the advantage of connection with a finely equipped summer school devoted to instruction in language, literature, the sciences, and the arts. The location of the University, 1100 feet above the sea, in the broad valley of East Tennessee, surrounded by mountains, is unsurpassed for healthfulness and inspiring scenery. The University buildings stand in the beautiful Barbara park of forty acres, shaded and grass-covered, extending over the crest and sides of a high hill on the north bank of the Tennessee river, and commanding a magnificent view.

A California Session of vacation and study will be held at Nordhoff, in the lovely Ojai (O-hi) valley. The valley is a peerless tourist resort. The scenery is majestic and beautiful beyond description. The climate is ideal. The classes and recitals are all held out of doors, under the beautiful live-oaks surrounding the School home. Out-door sleeping, eating and study — in fact a complete outdoor life provided. Tennis, horse back, week-end trips to the many mineral hot springs and over mountain trails of unusual grandeur.

For further information respecting the summer sessions, address the Dean.

Methods of Instruction

Class

WHILE in music and many other studies private teaching obtains the best results, in the study of oratory many years of experience have demonstrated that much better and more rapid results are obtained in class than in private instruction. Oratory is essentially a social matter, and can never be acquired in solitude.

All the drill work of the college is given in small classes, so that, notwithstanding the size of the institution, such is the number of its instructors and class-rooms, and such is the arrangement of its courses, that each student has the benefit of as much individual attention as could be afforded by a small school of inferior equipment, and, moreover, enjoys the advantage of work with the large staff of able specialists.

While Emerson College is the largest institution of its kind in the world, each pupil receives the instruction best fitted to meet his particular needs. The individual and not the class is the unit.

Written examinations and other tests of proficiency will be given in all subjects at the end of each year, and, in most departments, during each term.

Private

Each four year student who is a candidate for the Professional and Teachers Diploma will receive, in addition to class instruction, fifty private and

individual lessons. These will be given at such times and upon such subjects as, on consultation with the Faculty Advisers, are found most largely helpful to the personal development of the student. This special and personal teaching is not extra, but is included in the tuition of the courses. Thus the students have all the advantages of both class and private instruction. No lesson lost through non-payment of the term tuition, absence, or failure to keep appointment will be made up.

Recitals*

RECITALS are held regularly every week during the entire course, the students of all classes reciting from their repertoire before their classmates. This work is in charge of the Faculty, and is designed to test the progress of the student in the regular class-work and to afford additional opportunities for platform practice. Members of the third and fourth year classes give their recitals before audiences of several hundred. In these public performances they gain confidence in themselves, and actual experience in appearing before and entertaining large gatherings.

Readers and Lecturers

GRADUATES are very prominent before the public as readers and lecturers. At least fifty, during the last season, have been given lead-

* A catalogue of selections for recitation may be obtained by writing to Students' Supply Department, Emerson College of Oratory, Boston.

ing places in the companies under the management of the entertainment bureaus of this and other large cities.

Managers of Lyceums, concerts and lectures, may secure the services of lecturers and readers on application to the Dean. The constant demand for readers in the city and vicinity gives opportunities for practice to properly qualified students.

Teachers

EMERSON COLLEGE graduates are teaching in leading institutions in all parts of the United States and Canada, and a number even larger are engaged in successful and remunerative private work. During the past year many positions in high and normal schools, seminaries, academies and colleges have been filled by graduates of Emerson College.

The call for trained teachers in expressional English is increasing, and a most gratifying answer is thus made to the higher requirements for admission and the severer work required during the course.

Agencies and institutions desiring teachers will be put in communication with eligible candidates on application to the Dean.

College Activities

ONE of the strong influences of the college is the Young Women's Christian Association. The object of this Association is to develop Christian

character and to accomplish active Christian work. Devotional meetings are held on Friday at 2 p.m. each week at the college. Prominent pastors and other religious workers speak at these meetings; there is also an opportunity to hear good music. The Association gladly welcomes all new students and wishes to be of service to each.

The Emerson College Dramatic Club, organized to create higher artistic standards for school and college dramatics, and to form a nucleus for organizations for out-of-door and in-door plays for lyceum, chautauqua and college entertainment, has during the past year produced "Rosemary" and "When Knighthood was in Flower," and will enter upon its second year of activity in September.

A Canadian Club, a Southern Club, and several state and local organizations, serve to draw students of various localities into closer union.

The Emerson College Magazine

THE Emerson College Magazine is issued by the Magazine Association. Its general purpose is to raise the standard of instruction in oratory throughout the country by bringing it into line with the most approved pedagogical methods. It also aims to elevate the literary character of the reading-platform, so that recitals shall become recognized as a vital interpretation of our best English and American authors. It publishes contributions from teachers, authors, graduates and friends of the institution; criticisms of standard and current literature, especially that suitable for platform work; and news of interest in and about the college. Seven numbers are issued during each scholastic year.

Cost of Instruction

THE scholastic year is divided into two semesters of fifteen weeks each.

Cost of each semester of attendance	$75
Pupils on Saturdays only, during the year	40
Children's class, Saturday afternoons only, during the year	15
Evening School	15
Boston Summer School	25
Diploma or certificate fee	5
Entrance examination fee	2
Gymnasium fee (elective course)	3
*Matriculation fee, including subscription to the College Magazine and admission to general lectures, and to the annual course of evening recitals by leading platform artists	3

No member of the college may receive any private instruction unless his term bills have been paid. Lessons lost through delay in the payment of tuition, sickness or absence of the pupil will not be made up.

There are no fees but those mentioned in "Cost of Instruction." All books and stationery may be purchased at the college.

Tuition must be paid in advance. Students are not allowed to remain in classes when term bills are not paid promptly. No tuition will be refunded except in case of twelve months' sickness.

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* Matriculation is required of all students, regular and special.

Cost of Living

A NUMBER of private houses have been secured and furnished as homes for the students. Although not under the business control of Emerson College they are ably supervised by directors in sympathy with the college. The object is to give the students the protection of a college dormitory, together with a home atmosphere and the service of a first-class boarding-house. Chaperones reside at each house, and, by special arrangement by parents, attendance upon young girls may be secured at any time. The social advantages of the college residences add much to the enjoyment of the students during their stay in Boston, and it is the effort of the management to make these residences as home-like as possible, and to bring the students and the college into closer touch.

Students who have had rooms assigned to them, may, if they desire, be met at the station and conducted directly to the college residences.

Special arrangements have been made with the Armstrong Transfer company to take charge of baggage and secure carriages for our students upon their arrival. Their agents may be found in all stations.

The chief annual expenses of an undergraduate student, not residing at home, will be about as follows: —

For tuition	$150
Room and board	$150 to 350
Textbooks, stationery, etc.	$15

Students

Senior-Post Graduate Class

Akin, Margaret Agnes
Wisconsin

Barrow, Mary Lucile
Virginia

Benjamin, C. Evelyn
Vermont

Bradford, Vera
Massachusetts

Bromley, Lola M. S.
Pennsylvania

Butler, Charlotte
Pennsylvania

Dishman, Ara Marie
Texas

Durgin, Bernice Mildred
New Hampshire

Ferguson, Ruby Page
Washington

Fisher, Edna Miller
Pennsylvania

Flanders, Edwin Daniel, Jr.
New Hampshire

Forbes, Mildred Pearl
Massachusetts

Fransioli, Florence Mary
Tennessee

Jetté, Georgette H.
Connecticut

Lovejoy, Albert Russell
Massachusetts

MacAloney, Jessie
Nova Scotia

MacDonald, Clara Jean
Washington

Marrinan, Nelly
Pennsylvania

Miller, May Mitchel
New York

O'Connell, Sadie Agnes
Massachusetts

Penick, Margarette J.
Tennessee

Perry, Mary Ella
Georgia

Richards, Caroline
Massachusetts

Schroeder, Helen
Minnesota

Seibel, Marguerite
Pennsylvania

Sigworth, Alice
District of Columbia

Smith, Jessie Goldthwaite
Massachusetts

Snyder, Vera Allena
Maryland

Southwick, Ruth
Massachusetts

Teal, Lois Leota
Indiana

Townley, Byrdie Pearl
West Virginia

Vann, Louise Cooke
North Carolina

White, Alice Frances
New York

White, Ruth
New Jersey

Winn, Mary Anastasia
Massachusetts

Wood, Ruth Amelia
Washington

Junior Class

Allen Gertrude Myra
Pennsylvania

Allen, Martha Marie
Iowa

Bailey, Florence E.
Massachusetts

Baker, Ethel Howard
Maine

Bartel, Helen Hortense
Massachusetts

Beard, Hannah Lucile
Kentucky

Bellefontaine, Marie
Massachusetts

Bone, Marietta C.
New York

Brown, Alma Lee
Arkansas

Call, Hazel Gertrude
Massachusetts

Crenshaw, Blanche
Arkansas

Eaton, Alma Faye
Maine

Ellis, Elizabeth E.
Georgia

Galloway, Mildred Nancy
Indiana

Greene, Ethel Susanna
Rhode Island

Guthrie, Olive Elizabeth
Nova Scotia

Haszard, Jessie C.
Prince Edward Island

Hewitt, Golda Mae
Illinois

Hopkins, Dorothy Caroline
Illinois

Hubbard, Fred Willson
Massachusetts

Hunt, Gladys E.
Massachusetts

Hutchins, Nettie Myra
Florida

James, Burton W.
New York

Jenkins, Phyllis
Massachusetts

Johnston, Verre T.
Pennsylvania

Kendall, Leah I.
Pennsylvania

Kennard, Ruth
California

Kimball, N. Louise
Massachusetts

Lancto, Mary Catherine
New York

Little, Mildred Lucile
Pennsylvania

Longstreet, Margaret Laurita
New York

Magnus, Frederica
Tennessee

Mathews, Dorothy
Texas

Minahan, Ann
Massachusetts

Nygren, Astrid Wilhelmina
New York

Paddock, Georgia Alice
Minnesota

Pearson, George F.
Massachusetts

Reed, Ellen DeLaine
Pennsylvania

Reed, Helen Lozina
Massachusetts

Reid, Annie Belle
Mississippi

Roarty, Helen M.
New York

Sayer, Mary F.
New York

Schmitt, Edna I.
Illinois

Scureman, Margaret Blanche
Pennsylvania

Shumway, Grace Lillian
New York

Smith, Laurence Joseph
Pennsylvania

Southwick, Mildred
Massachusetts

Stille, Harriett Smith
Texas

Sutherland, Ruby Florence
New Hampshire

Thorson, Grace Wilhelmina
Massachusetts

Toll, Amy
Iowa

Upson, Lucy Hazel
Illinois

Vail, Anna Wright
New York

Van Hoesen, Estelle
Minnesota

Walker, Carolyn Velma
Massachusetts

Walker, Freda Lorraine
Massachusetts

Sophomore Class

Beynon, Jane Davis
Pennsylvania

Brodeur, Marguerite Eugenie
Massachusetts

Caine, Ethel Marion
Massachusetts

Carter, Helen Wentworth
New York

Coates, Beatrice Erminie
Massachusetts

Conover, Annabel
New Jersey

Cook, Eva J.
Pennsylvania

Darnell, Mary Elizabeth
Indiana

Duval, Ina Laura
Massachusetts

Ellis, Evelyn Gertrude
Maine

Flaherty, Helen
Minnesota

Foss, Rowena June
Massachusetts

Fowler, Annie Giles
New Hampshire

Fox, Marguerite Agatha
Massachusetts

Gates, Rena Madalene
New York

Goodfellow, Fay Scarlett
New Jersey

Green, Mary Catherine
Massachusetts

Guild, Helen Valois
New Hampshire

Handy, Leon Clark
Massachusetts

Hastings, Constance Frances
Massachusetts

Hyde, Marguerite
Canada

Kern, Samuel S.
New York

Levin, Ruth Anna
Massachusetts

Lombard, Ellen
New Hampshire

Mace, Selina
New York

MacNeill, Evelyn Laura
Massachusetts

Macomber, Rena Gladys
Maine

MacCulley, Edith Mary
New York

Manley, Hazel Mae
Massachusetts
Marison, Effie Florence
Massachusetts
Maxham, Kathryan
Massachusetts
Mikkelson, Elsa Beatrice
North Dakota
Mitchell, Dorothy B.
New York
O'Leary, Grace Bridget
Massachusetts
Pancost, Ruth A.
Kansas
Pinkerton, Margaret Gail
Illinois
Pullen, Helena
Illinois
Punnett, Christine M.
New York
Rasmussen, Elvira
New York
Ruggles, Mary Marguerite
Massachusetts
Stocking, Sarah P.
Illinois
Stowe, Ruth
Minnesota
Swan, Gertrude Mae
Michigan
Thompson, Marguerite
North Carolina
Van Buren, Annie Ruth
Massachusetts
Walter, Mary Ruby
Maine
Wellington, Barbara
Massachusetts
Whiting, Izer H.
Maine
Wright, Neva Marie
New York
Zerwekh, Grace A.
Illinois

Freshman Class

Byer, William R.
New York
Case, Eleanor Martha H.
New York
Chandler, Florence Lucille
Massachusetts
Connor, Joseph E.
Pennsylvania
Cook, Muriel Lila Carver
New York
Crocker, Arline Dorothea
Maine
Crocker, Dorothy
Massachusetts
Cutting, Florence Edith
Massachusetts
Darrow, Helen Britania
Pennsylvania
Dissette, Agnes G.
Ohio
Downs, William J.
Vermont
Dunlap, Eleanor L.
Massachusetts
East, Anne Floyd
Virginia
Field, Elizabeth
Massachusetts
Folmsbee, Beulah Katharine
New York
Folsom, Sylvia Purrington
Massachusetts
Gifford, Joseph
Pennsylvania
Gwin, Ramona Mabelle
Massachusetts
Harrison, Mina Augusta
Massachusetts
Hubbs, Ruth McCleary
Pennsylvania

Hynes, Mary Helen
Georgia
Kaufman, Bertha Dolores
Connecticut
Kelley, Ruth G.
Massachusetts
Lewis, Sara Eloise
New York
Lynch, Helen Winifred
Massachusetts
McCaffrey, Rose Dorothy
Massachusetts
McCarthy, Loretta
New York
Nazarian, Martha Alice
Massachusetts
Ohlsson, Elizabeth Ragnhild
Massachusetts
Olson, Norma
Washington
Parsons, Charles C.
Massachusetts
Perkins, Charlotte E.
Massachusetts
Phillips, Susan
Massachusetts
Rich, Elaine G.
Massachusetts
Roberts, Mary A.
New York
Robertson, Vidah V.
Montana
Rose, Marienne Kathleen
Massachusetts
Russy, Frances
Massachusetts
Stahl, Sarah Elizabeth S.
Stokes, Ruth Marie
Massachusetts
Tager, Louise Libby
Massachusetts
Thresher, Mabelle J.
Massachusetts
Van Alstyne, Esther B.
New York
Weed, Lola Etta
Pennsylvania
Wheelock, Martha A.
Massachusetts

Special Students

Alber, Louise M.
New York
Barnett, Margaret
Arkansas
Basset, William
Massachusetts
Berry, Altie May
Massachusetts
Bond, Rose
Massachusetts
Buford, Elouise
Arkansas
Carroll, Alice Rice
Massachusetts
Cochran, Mary
Massachusetts
Cook, Helen M.
Washington
Crawford, Helen Dorothea
Massachusetts
Evans, Arthetta Ruth
Massachusetts
Foster, Emily B.
Arkansas
Gorg, Lillian
Missouri
Groover, Mrs. Clarence
Georgia
Harvey, Laura Davies
Massachusetts
Harvey, Minnie Beatrice
Massachusetts

Helm, Marie A.
Massachusetts
Homer, Louise
Rhode Island
Hon, Mabel
Arkansas
Hussman, Herman Anthony
Idaho
Hutchinson, Jean Vernon
New Hampshire
Leach, Mary Kennedy
Massachusetts
Leine, Inga L.
North Dakota
Lunn, Charlotte C.
New York
Lyon, George, Jr.
Nebraska
McCann, Elma Louise
Washington
McElvare, Rowland Robbins
New York
MacMillan, Mary
Massachusetts
Marsters, Jessie M.
Massachusetts
Martin, Miriam E.
Massachusetts
Mernin, Margaret A.
Massachusetts
Millett, Florence Mabel
Massachusetts
Nichols, Sabra Holdsworth
Massachusetts
Parker, Donald Cross
Massachusetts
Porch, Frances F.
Arkansas
Saunders, Marjorie E.
Nova Scotia
Seiver, Marion Raymond
New York
Smith, Isaac D.
West Virginia
Smith, Jessie B.
Massachusetts
Stevenson, Fern
Michigan
Stokes, Esther Johannah
Massachusetts
Sturdivant, Elizabeth Mina
New Mexico
Vaugh, Kathleen H.
Massachusetts
Vinick, Charles
Massachusetts
Wilcox, Dorothy Marie
Washington
Wyant, Lilian Abbott
Pennsylvania

Saturday School

Carroll, Francis Connor
Massachusetts
Cook, Beatrice
Massachusetts
Desautels, Marie Regina
Massachusetts
Dougherty, M. Abbie
Maine
Efantis, Elizabeth
Massachusetts
Goldenberg, Beatrice
Massachusetts
Holzman, Ethelyne P.
Massachusetts
Holzman, Nornia C.
Massachusetts
Hutchinson, Gertrude
Massachusetts
Kaufman, Alfred L.
Massachusetts
Kaufman, Harold
Massachusetts
Keane, Frederick William
Massachusetts

Lanigan, Margaret M.
Massachusetts
Lawler, Henry Godfrey
Massachusetts
Long, Mary L.
Massachusetts
Michilson, Helen
Massachusetts
O'Day, Marie
Massachusetts
Palfrey, Phoebe Turpin
Louisiana
Reed, Beatrice Mildred
Massachusetts
Speer, Blanche Marietta
Pennsylvania
Taylor, Dorothy Dodge
Massachusetts
Trefry, Ethel Evangeline
Massachusetts
Washburn, George Ellery
Massachusetts

Evening Class

Ballou, Marion G.
Massachusetts
Barry, Alfred M.
Massachusetts
Blackwell, Marie E.
Massachusetts
Bloomberg, Kate
Massachusetts
Breslin, John J.
Massachusetts
Byer, William
New York
Byorkman, Anna
Massachusetts
Casey, Harry J.
Massachusetts
Church, Charlotte Z.
Massachusetts
Derby, Francis C.
Massachusetts
Donahue, ArthurJ.
Massachusetts
Dunning, Ruth L.
Massachusetts
Fair, James C.
Massachusetts
Ferguson, Edna L.
Massachusetts
Fitzgerald, Helen Isabel
Massachusetts
Gordon, Emma I.
Massachusetts
Hall, William E.
Massachusetts
Harley, W. E.
Massachusetts
Hart, Charles J.
Massachusetts
Hathaway, Maude E.
Massachusetts
Hiatt, Edith Kingdon
Massachusetts
Hoyt, Clarence L.
Massachusetts
Hughes, Mary Frances
Massachusetts
Jones, Louella
Massachusetts
McClellan, Lillian
Massachusetts
McHugh, Edward F.
Massachusetts
Minter, L. C.
Massachusetts
Morton, T. J.
Massachusetts
Murray, M. Alice
Massachusetts
Olander, Mabel Theresa
Massachusetts

Porche, Evariste T.
Massachusetts
Perry, Sadie
Massachusetts
Potter, George Warren, Jr.
Massachusetts
Quimby, Algernon O.
Massachusetts
Rosen, David E.
Massachusetts
Scholl, Emma
Massachusetts
Sheehan, Bessie E.
Massachusetts
Shumway, Grace L.
New York
Stanton, Harold W.
Massachusetts
Therrien, Marie C.
Massachusetts

Summer School

Alexander, Mary
Kentucky
Allison, Marie A.
New York
Barber, Arline
South Carolina
Barkman, Gladys
Virginia
Barrow, Eva
Tennessee
Bennett, Meta E.
Massachusetts
Bezanson, Annie
Nova Scotia
Boynton, Rose Gertrude
Minnesota
Brady, Ella
Georgia
Brady, Francis James
Rhode Island
Brayton, Alice Dolloff
New Jersey
Brown, Mary
Tennessee
Burnham, Arline Elmira
Maine
Byrd, Lola
Alabama
Cahoon, Letitia Mabel
Rhode Island
Campbell, Ruth
Tennessee
Cannon, Fannie
South Carolina
Chatten, Lily
Kentucky
Clark, Elizabeth
Kentucky
Cobb, Maggie Lee
Florida
Coleman, Sara Wortham
Virginia
Copeland, Lillian
New York City
Corless, Julia
Georgia
Darmstadter, Charlotte A.
New York
Deaton, Mrs. E. J.
Virginia
Dowell, Mary
Tennessee
Dugdale, Alta
Tennessee
Ellis, Elizabeth E.
Georgia
Evans, Ella
Georgia
Fallon, Bessie Margaret
Massachusetts
Farley, Mary
Florida
Faust, Grace Evelyn
Pennsylvania

Fletcher, Sue
South Carolina
Fowler, Mrs. W. B.
Florida
Frazier, B. W.
Tennessee
Freels, Esther
Tennessee
Freeman, Helen
Florida
Gibbs, Hazel
Tennessee
Gillespie, Lena
Georgia
Gillock, Sallie
Tennessee
Glasscock, Stella
South Carolina
Goforth, H. R.
Tennessee
Gray, Harry
Tennessee
Grover, Olive R.
Massachusetts
Handley, Mrs. Oscar
Tennessee
Hanner, Birdie
Tennessee
Hanner, Grace
Tennessee
Headrick, Bertha
Tennessee
Henderson, Carolina
Maryland
Hewitt, Golda Mae
Illinois
Hill, Mary Lee
Florida
Hinckley, J. A.
Tennessee
House, Vera
North Carolina
Huber, Lilia
Ohio
Hunter, Anna J.
Tennessee
Johnston, Ella
Tennessee
Jones, Carter
Tennessee
Kingston, Winnifred
Florida
Langford, Irene
Arkansas
Leonard, Emma Gertrude
Illinois
Littleton, E. L.
Tennessee
Livingston, Etta
Massachusetts
Lyons, Emma
Tennessee
Malin, Annetta
Florida
Markham, Myrtle L.
Massachusetts
Massengale, Maude
Georgia
Meadows, Elsie
Alabama
McConnell, Mildred L.
Georgia
McCraskey, Annie
Tennessee
McGill, Florence
Tennessee
McGreenery, Harold Francis
Massachusetts
McLean, Elizabeth B.
Massachusetts
Milliken, May
Georgia
Montgomery, Mollie
Texas
Morgan, Lelia
Ontario
Mullins, Elizabeth
Georgia
Murphy, Margaret
Massachusetts
Murray, Ida
Tennessee

Myers, Mabel
Ohio
Newcombe, Warren Alfred
Massachusetts
Newton, Nellie H.
Vermont
Nickerson, Olga Marie
Maine
O'Dell, Lela
Texas
Pace, Anne
Maryland
Pattison, Eva
Tennessee
Reynolds, Aline
Tennessee
Reynolds, L. R.
Tennessee
Richardson, Fannie
Tennessee
Risner, Henry
Tennessee
Roberts, M. L.
Tennessee
Robinson, F. H.
Georgia
Rogers, Clara
Tennessee
Rust, S. R.
North Carolina
Saunders, Mrs. Ezra G.
New York
Shannon, Lerena
Florida
Sherman, Mae
Georgia
Sigworth, Alice
Massachusetts
Smith, Bessie
Georgia
Smith, Jessie G.
Massachusetts
Smith, R. Alice
Alabama
Smith, Sarah
North Carolina
Stennis, Bessie
Mississippi
Stinson, Mrs. E. B.
Mississippi
Story, Rena
Florida
Sullivan, Margaret A.
Massachusetts
Sutherland, Ruby Florence
New Hampshire
Tate, J. N.
Tennessee
Taylor, Martha
Tennessee
Teale, Mrs. W. C.
Tennessee
Tibbetts, Gladys Caroline
Massachusetts
Tornhies, Kate
Florida
Tracy, Hattie S.
Maine
Walker, Corienne
Georgia
Watson, Myrtle
Mississippi
Weatherall, Susie
Mississippi
White, W. T.
Tennessee
Whittaker, Hattie
Georgia
Williamson, Virginia
Kentucky
Wilson, Jennie S.
Mississippi
Yeager, Mrs. A. A.
Tennessee

Alumni Association

OFFICERS

Charles W. Kidder, '89, *President*

Edwin Morse Whitney, '02, *Vice-President*

Priscilla C. Puffer, '98, *Secretary-Treasurer*

Executive Committee

Phineas P. Field, '83
Jessie E. Southwick, '85
Lilia E. Smith, '89
Walter B. Tripp, '89
Maud Gatchell Hicks, '93
Theresa Kidder, '98
Elsie Powers Corwin, '93
Elizabeth Baker, '08
Amelia Myrl Green, '13
Mildred Johnson, '14

THE Emerson College Alumni Association, formed in 1889, holds annual meetings, and has already laid the foundation of an endowment fund, secured the publication of the Magazine; and its members have in various ways helped to extend the influence of their Alma Mater.

Association meetings, with reception and banquet, are held in Boston each year in connection with the graduation exercises. The date for 1917 will be May 10.

Alumni meetings are held frequently at the college, and members of the association are invited to visit regular classes which may be in session before the hour of the meeting.

It is desired that information concerning past members of the college be sent to the Registrar of the Emerson College. Graduates and former students are requested to send him immediate notification of any change of address. A copy of the Annual Catalogue will be sent to any addresses furnished for this purpose.

CHARLES WINSLOW KIDDER, Registrar,
Emerson College of Oratory.

Alumni Clubs

LOCAL Alumni Clubs have been organized in various sections of the country to keep alumni and former students in closer touch with the College, and to promote its welfare.

Regular meetings are held by all these clubs, and all former students in the vicinity are urged to attend.

The members of these organizations may be applied to at any time for personal information concerning the College and its work. The addresses of two members of each organization are given to aid any who seek information concerning the Club or the College.

In order of formation the clubs are: —

1. *Emerson College Club of Hartford*
   Mrs. Claire Plummer Dresser, 276 Edgewood St., Hartford, Ct.
   Miss Bernice Loveland, Highland Court, Hartford, Ct.

2. *Emerson Club of Boston*
   Mrs. Gracia Bacon Moody, 17 Davis St., Arlington, Mass.
   Miss Hattie Belden Ward, 31 Morseland Ave., Newton Centre, Mass.

3. *Emerson Alumni Chapter of the North West, Minneapolis, Minn.*
   Prof. Chas. M. Holt, Minneapolis School of Music
   Miss Mary Slifer, Normal School, Winona, Minn.

4. *Emerson College Club of New York*
   Mrs. Olive Palmer Hansen; 125 Primrose Ave., Mt. Vernon, N. Y.

Mrs. Ethel Hornick Walker, 58 West 50th St., New York City.

5. *Emerson College Club of Chicago*
   Maurice S. Kuhns, 4707 Berkley Ave., Chicago
   John Merrill, 450 Roslyn Place, Chicago

6. *Emerson College Club of Rhode Island*
   Adelaide Patterson, State Normal School, Providence, R. I.
   Jennie Billings Stanton, Westerly, R. I.

7. *Fargo-Moorhead Chapter of Emerson Alumni*
   Maude Hayes, State Normal School, Moorhead, Minn.
   Mrs. Blanche B. Hutchinson, Fargo, North Dakota

8. *Emerson College Club of Los Angeles*
   Mrs. Alice Osden Hunnewell, State Normal School
   Elizabeth Cloud Miller, Los Angeles High School

9. *Emerson College Club of Syracuse*
   Minabel Garrett, 822 Summer Ave., Syracuse, N. Y.
   Gertrude Newbold Comly, 1816 W. Genesee St., Syracuse, N. Y.

10. *Emerson College Club of Georgia*
    Florence M. Overton, Brenau College, Gainesville, Ga.
    Augusta B. Center, State Normal School, Athens, Ga.